



Palmetto Middle

305 Oneal St.
Mullins, S.C. 29574

Grades	6-8 Middle School	
Enrollment	466 Students	
Principal	Mr. Coleman Barbour	843-464-3730
Superintendent	Dr. Nathaniel Miller	843-464-3700
Board Chair	Elizabeth Hammond	843-464-3700

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	At-Risk	At-Risk
2007	At-Risk	At-Risk
2006	At-Risk	At-Risk
2005	Below Average	At-Risk
2004	Below Average	At-Risk

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

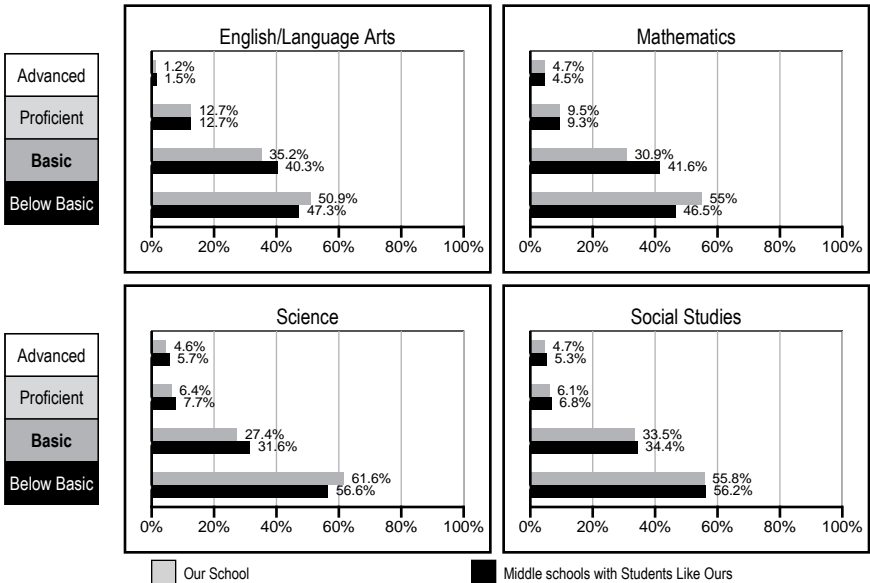
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 96%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	1	2	40

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* Middle schools with Students Like Ours are Middle schools with Poverty indices of no more than 5% above or below the index for the School.

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours*
Algebra 1/Math for the Technologies 2	85.1	86.2
English 1	0	81.8
Physical Science	0	35.2
All Subjects	85.1	83.6

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=466)				
Students enrolled in high school credit courses (grades 7 & 8)	13.3%	Down from 13.6%	11.1%	19.4%
Retention rate	1.3%	Down from 1.5%	2.6%	1.8%
Attendance rate	94.2%	Down from 94.8%	95.2%	95.8%
Eligible for gifted and talented	12.1%	Down from 12.4%	7.7%	15.3%
With disabilities other than speech	17.2%	Up from 13.1%	14.0%	12.9%
Older than usual for grade	5.2%	Up from 4.0%	6.1%	3.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	Down from 1.1%	0.5%	0.7%
Annual dropout rate	0.0%	Down from 0.7%	0.0%	0.0%
Teachers (n=30)				
Teachers with advanced degrees	50.0%	Up from 38.5%	52.0%	55.0%
Continuing contract teachers	60.0%	Down from 84.6%	56.0%	70.6%
Teachers with emergency or provisional certificates	25.9%	Up from 0.0%	18.2%	5.4%
Teachers returning from previous year	78.9%	Up from 76.1%	76.7%	83.4%
Teacher attendance rate	94.9%	Down from 95.8%	94.8%	94.9%
Average teacher salary	\$39,933	Up 2.2%	\$42,872	\$44,706
Professional development days/teacher	12.6 days	Down from 15.2 days	11.7 days	11.8 days
School				
Principal's years at school	1.0	Down from 2.0	2.0	3.0
Student-teacher ratio in core subjects	23.1 to 1	Up from 22.4 to 1	16.9 to 1	20.1 to 1
Prime instructional time	87.4%	Down from 88.8%	88.6%	89.3%
Opportunities in the arts	Excellent	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 86.6%	95.7%	98.0%
Character development program	Excellent	Up from Average	Good	Good
Dollars spent per pupil*	\$6,148	Up 1.8%	\$7,987	\$7,097
Percent of expenditures for instruction*	67.3%	No Change	63.4%	64.4%
Percent of expenditures for teacher salaries*	59.4%	Down from 60.6%	56.9%	59.4%

* Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

Report of Principal and School Improvement Council

The 2008-2009 School Year was academically productive for Palmetto Middle School students. The School Renewal Plan was supplemented with the Focused School Renewal Plan. Both of the documents directed the faculty to provide teaching and learning that would increase student achievement. As a result, we are optimistic that this year we will demonstrate great improvement on the Palmetto Achievement Challenge Test (PACT).

The students prepared for the 2008 PACT tests by taking Measure of Academic Progress (MAP) Assessments three times during the year, once in the fall, another in the winter, and the final one in the spring. The scores, when compared with each other, showed a slight increase from the first testing to second, but there was a decline from second to third. In the fall of the year, nearly fifty percent of the sixth and eighth-grade students projected a score of basic or better in Language Usage. Nearly 67% percent of the sixth graders scored basic or better in Math, with a little less than two-thirds of the seventh-grade students projecting a score of basic or better. In reading, nearly 50% of the sixth-grade students and the seventh-grade students projected a score of basic or better. However, each test administration provided indications of what needed to be corrected for the spring PACT tests. These results lead to optimism for improved results from the previous year going into PACT. Our challenge was to improve student results by thirty percent from the previous year.

An incentive program was established to support the increase in academic achievement. Students were able to earn bucks that could be redeemed for prizes. The number of bucks students received depended on the increase of their MAP result scores from one administration to the next. In addition, students received other incentives that were positive and encouraging.

The School Improvement Committee and the Palmetto Middle School community were pleased with the stimulating changes and the ideal positive responses we received from students. We look forward to the changes we have in place for the coming year as we seek an increase in student academic achievement.

Coleman D. Barbour, Principal
Renee Odom, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	15	144	60
Percent satisfied with learning environment	60.0%	55.6%	64.4%
Percent satisfied with social and physical environment	66.7%	61.1%	54.4%
Percent satisfied with school-home relations	40.0%	75.5%	57.6%

* Only students at the highest middle school grade level and their parents were included.

School Adequate Yearly Progress

NO

This school met 11 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.8%
Classes in high poverty schools not taught by highly qualified teachers	2.4%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	94.2%	94.0%	Yes

* Or greater than last year

Abbreviations for Missing Data

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	451	99.3	50.7	35.2	12.7	1.4	22.5	30.1	48.2	No	Yes
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Gender

Male	235	99.6	59.4	29.9	9.8	0.9	17	24.5	41.7	N/A	N/A
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Female	216	99.1	41.1	41.1	15.8	2	28.7	36	55	N/A	N/A
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Racial/Ethnic Group

White	117	99.2	38.9	34.3	23.1	3.7	37	42.8	60	No	Yes
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African American	323	99.4	56	34.6	8.7	0.6	16.8	24.9	31.7	No	Yes
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Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	70.4	I/S	I/S
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Hispanic	9	I/S	I/S	I/S	I/S	I/S	I/S	50	38.4	I/S	I/S
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American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	47	I/S	I/S
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Disability Status

Disabled	78	98.7	94.4	4.2	0	1.4	1.4	8.8	16	No	Yes
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Migrant Status

Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
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English Proficiency

Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	36.9	I/S	I/S
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Socio-Economic Status

Subsided meals	368	99.2	54.8	35	9.3	0.8	17.8	26.4	34	No	Yes
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Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	451	99.3	57.5	30.8	7.3	4.5	17.4	24.9	45.8	No	Yes
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Gender

Male	235	99.6	60.7	28.1	7.1	4	17	24	45.6	N/A	N/A
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Female	216	99.1	54	33.7	7.4	5	17.8	25.8	45.9	N/A	N/A
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Racial/Ethnic Group

White	117	99.2	43.5	35.2	12	9.3	28.7	37	59	No	Yes
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African American	323	99.4	62.8	29.1	5.2	2.9	13.3	19.6	26.9	No	Yes
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Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	71.3	I/S	I/S
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Hispanic	9	I/S	I/S	I/S	I/S	I/S	I/S	38.9	38.1	I/S	I/S
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American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	46.2	I/S	I/S
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Disability Status

Disabled	78	98.7	87.5	11.1	1.4	0	2.8	8.8	17.1	No	Yes
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Migrant Status

Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
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English Proficiency

Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.7	I/S	I/S
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Socio-Economic Status

Subsided meals	368	99.2	61	31.1	4.5	3.4	12.4	21	31.4	No	Yes
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* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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I/S–Insufficient Sample

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
Science											
All Students	296	99.7	61.2	27.4	6.4	5	11.4	18.2	35.7	94.2	95.2
Gender											
Male	159	100	60.9	26.5	6.6	6	12.6	19.7	37.4	93.6	94.8
Female	137	99.3	61.5	28.5	6.2	3.8	10	16.6	33.8	94.9	95.7
Racial/Ethnic Group											
White	68	100	43.8	35.9	9.4	10.9	20.3	28.7	49.2	94.5	94.7
African American	219	99.5	67.1	24.3	5.2	3.3	8.6	14.1	17	94.2	95.4
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58	99.4	97.4
Hispanic	7	I/S	I/S	I/S	I/S	I/S	I/S	23.1	24.9	92.6	95.1
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	93.6	93.5
Disability Status											
Disabled	53	100	88.2	7.8	2	2	3.9	7.8	14	90.1	93.8
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	N/A
English Proficiency											
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	24.4	98.9	96.9
Socio-Economic Status											
Subsidized meals	238	99.6	65.5	27.1	4.4	3.1	7.4	15.6	21.1	93.9	95
Social Studies											
All Students	294	99.7	55.4	33.5	6.1	5	11.2	15.2	34	94.2	95.2
Gender											
Male	148	100	51.4	33.8	8.5	6.3	14.8	18.3	36.6	93.6	94.8
Female	146	99.3	59.6	33.1	3.7	3.7	7.4	11.9	31.3	94.9	95.7
Racial/Ethnic Group											
White	85	100	32.1	46.2	12.8	9	21.8	24.3	44.5	94.5	94.7
African American	203	99.5	65.5	28.4	3.1	3.1	6.2	10.8	19.1	94.2	95.4
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58.9	99.4	97.4
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	36.4	27.5	92.6	95.1
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	93.6	93.5
Disability Status											
Disabled	44	100	67.5	25	5	2.5	7.5	12.6	14.4	90.1	93.8
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	N/A
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	27.3	98.9	96.9
Socio-Economic Status											
Subsidized meals	245	99.6	58.6	34.2	4.2	3	7.2	12.1	21	93.9	95

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A--Not Applicable	N/AV--Not Available	N/C--Not Collected	N/R--Not Reported	I/S--Insufficient Sample
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PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	163	97.6	51.6	36.6	9.8	2	11.8
	7	155	100	54.2	34.5	10.6	0.7	11.3
	8	127	99.2	45	42.5	11.7	0.8	12.5
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	147	100	51.1	36.7	10.1	2.2	12.2
	7	140	99.3	42.4	40.2	15.9	1.5	17.4
	8	164	98.8	57.4	29.7	12.3	0.6	12.9
Mathematics								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	163	96.9	47.7	32	11.8	8.5	20.3
	7	155	100	47.9	37.3	10.6	4.2	14.8
	8	127	100	48.8	38.8	9.9	2.5	12.4
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	147	100	54.7	30.9	7.2	7.2	14.4
	7	140	99.3	47.7	38.6	8.3	5.3	13.6
	8	164	98.8	68.4	23.9	6.5	1.3	7.7
Science								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	84	98.8	57.5	22.5	12.5	7.5	20
	7	155	99.4	60.3	34	2.8	2.8	5.7
	8	64	100	58.3	38.3	3.3	0	3.3
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	75	100	76.4	13.9	2.8	6.9	9.7
	7	140	99.3	54.5	31.1	9.1	5.3	14.4
	8	81	100	58.4	33.8	5.2	2.6	7.8
Social Studies								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	79	97.5	37.8	45.9	13.5	2.7	16.2
	7	155	99.4	67.6	28.2	2.8	1.4	4.2
	8	63	98.4	52.5	42.6	4.9	0	4.9
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	73	100	44.1	38.2	7.4	10.3	17.6
	7	140	99.3	61.4	28	5.3	5.3	10.6
	8	81	100	55.1	38.5	6.4	0	6.4

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

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